

Personal, Social and Emotional Development

Making relationships

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Self-confidence and self-awareness

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.



Managing feelings and behaviour

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

How this is achieved at Honeywell:

- Golden rules that explain the behavioural expectations introduced in autumn term through stories, revisited throughout the year. Creating a secure and safe environment with a well established routine.
- All activities set up in small groups to promote positive co-operation and negotiation, ensuring that firm friendships are fostered.
- Regular circle times to explicitly explore issues around behaviour, emotions and well being.
- Encouraging the children to be involved in looking after the Nursery environment.
- Children provided with daily feedback praising their efforts and their interactions with others.

Communication and Language 😊

Listening and attention

- Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

Understanding

- Understands use of objects (e.g. “What do we use to cut things?”)
- Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand ‘why’ and ‘how’ questions.



Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’

How this is achieved at Honeywell:

- Word mats are sent home in conjunction with each new topic to help to develop and extend the children’s vocabulary.
- Provide the children with lots of opportunities to have small group and one to one conversations with adults and peers.
- Adults acting as a scribe as children describe in words past learning and experiences.
- Child initiated observations allow the staff to observe children’s language skills.
- New role play areas are set up each term to promote children’s language through imaginative play, and adults are able to model characters for them. Props and costumes provided to extend their play.
- Use of key focus stories and the ‘Talk for Writing’ method to ensure that children become accomplished story tellers.
- A rich diet of challenging literature, poems and songs.

Physical Development

Moving and handling

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

Health and self-care

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

How this is achieved at Honeywell:

- Continuous provision of child initiated workshops where they can access a range of tools and equipment to develop fine motor skills.
- Daily opportunities to mark make and paint.
- Home learning tasks to reinforce and practice skills.
- Challenging climbing opportunities both in the Nursery garden and main school 'Pirate ship' garden.
- Regular PE sessions including dance, gymnastics, apparatus and ball skills.
- Daily access to wheeled toys such as bikes and cars, allowing the children to steer and pedal.
- Manipulative activities such as play dough, plasticine and messy play that promotes hand and muscle strength.
- Children have access to a self-serving drink and snack table so they can recognise when they need refreshment.
- All the children have the opportunity to stay for lunch where there is a focus on using cutlery and table manners.
- Through circle times, children are taught the importance of hand washing and flushing toilets.



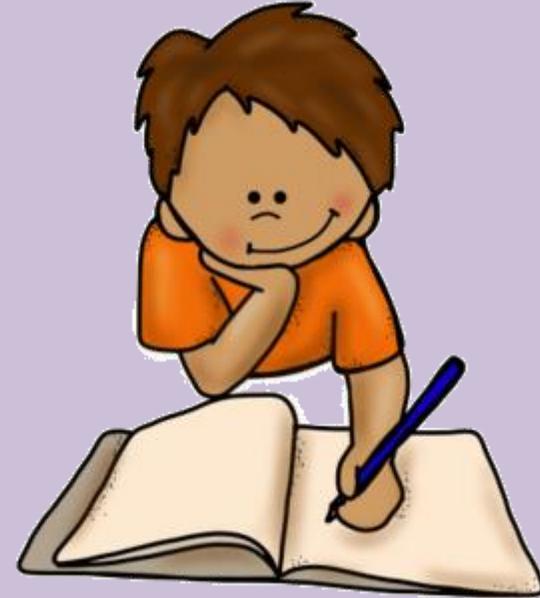
Literacy

Reading

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Writing

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.



How this is achieved at Honeywell:

- Continuous opportunities for mark making and writing for a purpose indoors and out. Providing a letter rich environment and a range of motivating writing material.
- Playing the 'Letters and sounds' phase 1 phonic games focusing on listening, rhyming, alliteration, segmenting and blending in preparation for reading.
- Singing the songs from the Jolly phonics scheme for the phase 2 sounds and learning their corresponding actions to aid early reading and writing activities.
- A wide range of books, poems and nonfiction texts are provided both indoors and out. Children are encouraged to take different genres of books home on a weekly basis as well as early reading books.
- Daily direct teaching times that promote language and phonics skills.
- Through the 'Talk for Writing' method, children begin to retell familiar stories demonstrating use of story language.



Mathematics

Numbers

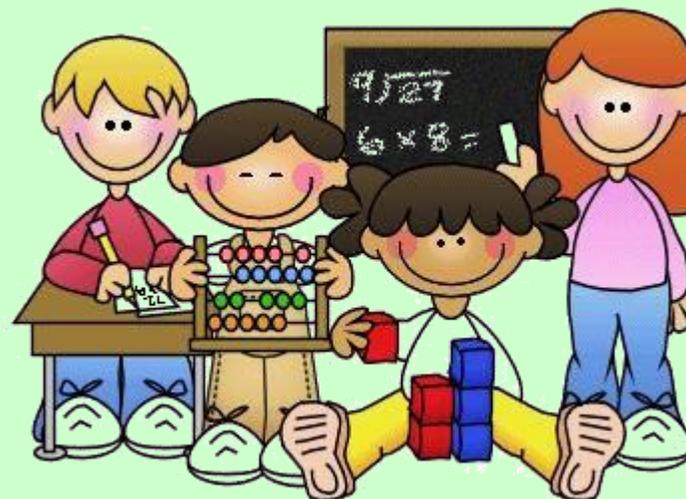
- Uses some number names and number language spontaneously.
- Uses some number names accurately in play. •Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

Shape, space and measure

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

How this is achieved at Honeywell:

- Daily direct teaching times promote counting by rote, number recognition and counting objects.
- Activities set up with a wealth of practical mathematical equipment that creates a purpose for children to count and construct and explore shape.
- Numbers and shapes are displayed throughout the environment and woven into role play areas so that numbers are used in play. A range of everyday equipment and technology such as calculators, phones, keyboards and tills are used in role play areas for example cafes and shops.
- Children are encouraged to count for a purpose and record numbers outdoors such as ball games where they keep score and track games using big dice.
- Home learning tasks are sent home to consolidate in class learning on number and shape.
- Through topic related pieces of work children practice forming numerals.



Understanding the world

People and communities

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Technology

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers

How this is achieved at Honeywell:

- Regular lessons in the computing suite to develop mouse and keyboard skills. Continuous provision of desktop computers within the Nursery to revisit learning and consolidate skills learnt in computing lessons.
- Access to a wide range of electrical toys such iPads, Beebots and CD players in class to develop technological understanding and independence in using them.
- Celebrating festivals from a range of religion and cultures, such as Diwali, Chinese New Year and Christmas to develop an understanding and appreciation for different views and ways of life.
- Welcoming parents and carers in to visit to talk about their heritage and beliefs, such as how they celebrate Hanukkah or Eid.
- Nursery pets including guinea pigs, fish and a tortoise are kept enabling the children to show care and consideration for other creatures.
- Children are provided with daily opportunities for scientific discovery and exploration through messy play, use of the Nursery garden and scientific toys such as magnets and light toys.
- Science themed weeks embed skills of prediction, exploration and observation. Children are then encouraged to feedback what they have discovered through one to one and small group discussions with the teachers, further consolidating their learning.

The world

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.



Expressive Arts and Design ☺

Exploring and using media and materials

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

Being imaginative

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

How this is achieved at Honeywell:

- Half-termly drama sessions with a specialist teacher who promotes science through drama.
- A range of musical instruments are available in the stage area alongside a variety of music for the children to listen and respond to.
- Role play areas are set up inside and out in relation to each new topic, with a range of costumes and props to support their play. Adults model characters and plots.
- A wide range of different artists' work is displayed around the workshop area to stimulate children's ideas.
- Children are taught art skills explicitly through directed pieces of work.
- Children's artwork is displayed and valued and creates a vibrant learning environment.
- Children enjoy singing a range of topic related songs during story times.
- Children take part in music and movement sessions, exploring different ways to move their bodies and respond to the mood of music. Children have the opportunity to begin choreography in response to different styles of music.
- The Nativity and summer show provide children with the opportunity to dress up and take on a role, performing songs and dances for their parents/ carers, as they act out a narrative.

